



# **WILDLAND FIRE SAFETY REFRESHER INSTRUCTOR GUIDE**

## **Mission Statement:**

The intent of annual fireline safety refresher training is to focus line-going personnel on operations and decision-making issues related to fireline and all-hazard incident safety. Refresher training will ensure firefighters have information regarding current initiatives and the upcoming fire season. Refresher training is provided in order to recognize and mitigate risk, maintain safe practices, and reduce accidents and near misses.

*The 2014 Fire Refresher was built for firefighters, by firefighters.*

**<http://www.nifc.gov/wfstar/>**



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## Notes to Instructor

### *Introduction*

Annual Fireline Safety Refresher Training is required for all personnel participating in wildland fire who may be subject to assignments on the fireline. Check specific agency policy at the WFSTAR website to determine if this training package meets refresher training requirements of all the attendees.

### *Expectations*

**\*\*\*THIS IS NOT A PLUG AND PLAY PRODUCT. INSTRUCTOR PREPARATION AND STUDENT INTERACTION IS REQUIRED\*\*\***

Instructors should facilitate a quality refresher that engages all students no matter their ICS qualification or firefighting experience. The success of this program is dependent on your ability to stimulate meaningful discussion during group exercises. Classes with a wide array of experiences and qualifications can provide an excellent opportunity for the less experienced to be mentored and for the more experienced to rethink old habits.

### *Instructor Prerequisites*

Lead instructors must be at least Single Resource Boss (SRB) qualified, and unit instructors must be at least Firefighter Type 1 (FFT1) qualified.

Adjunct instructors may be utilized to provide limited instruction in specialized knowledge and skills at the discretion of the lead instructor. They must be experienced, proficient and knowledgeable of current issues in their field of expertise.

All instructors will need the knowledge and skills to utilize current educational technology, as it relates to the WFSTAR website. Examples would be streaming and downloading interactive videos as well as the use of apps and mobile devices.



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## *Equipment and Materials*

A list of equipment and other material required for course presentation includes:

- Media player
- Instructor Guide, Student Workbooks from WFSTAR [website](#)
- *Incident Response Pocket Guide* one for each student
- Sign-in sheet/training documentation form
- Flip chart(s) with paper and marking pens
- Download modules from WFSTAR website
- Optional: *New Generation Fire Shelter* video, NFES #2711
- Optional: *The New Generation Fire Shelter* booklet, NFES #2710

## *Administration*

The instructor is responsible for identifying necessary equipment, materials, and supplies. The instructor is also responsible for recording attendance and assuring that evaluations are completed and returned:

ON THE WEB: [http://www.nifc.gov/wfstar/contact\\_comments.html](http://www.nifc.gov/wfstar/contact_comments.html)

BY MAIL: NWCG Training Development

Attn. Scott Anderson

3833 S. Development Avenue

Boise, ID 83705

BY FAX: (208) 387-5378

BY E-MAIL: [s80ander@blm.gov](mailto:s80ander@blm.gov)

If all modules are utilized, the length of this program is approximately four hours, depending on time allowed for exercises. Additional time will be needed for the fire shelter deployment practice.

Encourage the students to explore the new [Tech Tools](#) web page on the WFSTAR website. Tech tools purpose is to provide a place for firefighters to get technology that helps them do their job safer and more efficiently.



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## Module – South Canyon Fire

### Overview

**This module is intended to provide students insight to the events and decisions made during the South Canyon Fire so they may recognize similar patterns of events and decisions on fires they have been on in the past and in those fires of the future.**

**Target Audience:** Wildland Firefighters

**Time:** Video 105 minutes, Exercise 15 minutes, Total 120 minutes

**Exercise:** A small group discussion of critical decisions made during the South Canyon Fire. Why those decisions made sense to the fire fighters then and how a similar pattern of situations and decisions could be made now. Develop the discussion of patterns, alternative sensemaking, active feedback, and a Devil's Advocate role in a group as defined in the 2014 An Analysis of Burnovers module.



### Instructor Tasks



- Introduce the goal listed above.
- Play the video
- Conduct the student exercise below
- Have the students use the QR code to evaluate the module

**Exercise:** In small groups initiate a discussion of critical decisions made along the incident timeline. Why those decisions made sense to the fire fighters then and how a similar pattern of situations and decisions could be made now. Develop the discussion of alternative sensemaking, active feedback, and a Devil's advocate role as defined in the 2014 An Analysis of Burnovers module.

Other ideas for the class to talk about

- Red flag warnings then and now
- Right to refuse culture changes and retribution
- Think about fires where you got lucky and fires where someone made a sound decision to ensure safety in chaotic conditions
- How has the shut up and dig culture been changing to if you see something say something
- How has the culture changed to embrace feedback during planning and sensemaking



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- How has fatigue awareness and mitigation changed since South Canyon?
- Would firefighters benefit from increased leadership and tactical decision making training early in their careers? What kind of training would be the most effective?
- Should training on the transition period and the time of complexity growth be emphasized?
- Would updating the safety standards to recognize, plan, and account for human factors be of value? What would that look like?



## Instructor Notes



### Module Evaluation QR code



### [Tech Tools](#)

